



Idaho Commission on the Arts & Idaho Department of Education present

THE ARTS and creativity

POWERFUL IDAHO CORE PARTNERS



residency Planning and reflection Templates



residency Plan Part 1: residency idea

SCHOOL:

DATE/TIME OF MEETING:

ATTENDEES:

GRADE LEVEL:

ARTS DISCIPLINE:

STUDENT LEARNING NEEDS

ARTIST'S STRENGTHS

IDENTIFY THE CORE GROUP OF STUDENTS WHO WILL PARTICIPATE IN THE RESIDENCY.

INCLUDE THE NUMBER OF STUDENTS PARTICIPATING.

(Sessions should be scheduled with a core group of participants over an extended period of days, allowing for an in-depth experience, rather than simple exposure to an art form.)

IDAHO CORE ELA TEXT CHOICE

residency Plan Part 2: essential understandings and Learning Targets

ENDURING UNDERSTANDING

ESSENTIAL QUESTION

LEARNING TARGETS

As an artist, the learner will:

LEARNING TARGETS

As a reader/writer/communicator, the learner will:

INTEGRATION LEARNING TARGETS

As an artist/reader/communicator, the student will be able to:

IDAHO HUMANITIES AND ELA CORE STANDARDS

residency Plan Part 3: Teaching/Learning sequence: Before residency

LEARNING SEQUENCE: Indicate steps needed to achieve learning targets and how you will check your students' thinking.

ARTIST:

TEACHER:

RESIDENCY TITLE:

ARTIST: BEFORE RESIDENCY

TEACHER: BEFORE RESIDENCY

residency Plan Part 3

LEARNING SEQUENCE: Indicate steps needed to achieve learning targets and how you will check your students' thinking.

ARTIST: DURING RESIDENCY

FORMATIVE ASSESSMENT: Prompts/Questions for Students

TEACHER: DURING RESIDENCY

FORMATIVE ASSESSMENT: Prompts/Questions for Students

resources

KEY VOCABULARY: Arts and literacy-focused

ARTS HISTORICAL/CULTURAL RESOURCES: Artists, artwork, performances, music, websites, DVDs, books

MATERIALS, EQUIPMENT, SPACE: Art or classroom supplies, tools, instruments, props, special classroom set-up arrangements

DESCRIBE HOW MATERIALS, EQUIPMENT, SPACE WILL BE MET

DOCUMENTATION OF STUDENT LEARNING/STUDENT INTERVIEWS

FACILITATED reflection meeting record

SCHOOL:

DATE/TIME OF MEETING:

ATTENDEES:

What the TEACHERS noticed in the evidence of student learning collected:

What the ARTISTS noticed in the evidence of student learning collected:

SHARED OBSERVATIONS ABOUT OUR STUDENTS AND THEIR LEARNING:

What surprised us and what do we still wonder about?

What implications does the student evidence reveal for future teaching and learning?

RESPOND TOGETHER TO THE FOLLOWING QUESTIONS:

What did the students do to explore the enduring understanding and essential question?

To what extent were our expectations, goals, and standards achieved?

What would we do differently next time?